

PROSIDING

SEMINAR NASIONAL
PENDIDIKAN FISIKA
DAN BAHASA INGGRIS
2014

***CARA PRAKTIS DAN INOVATIF
DALAM PEMBELAJARAN FISIKA
DAN BAHASA INGGRIS***

Surabaya, 17 Mei 2014



Fakultas Keguruan dan Ilmu Pendidikan
Universitas Katolik Widya Mandala Surabaya
Jl. Kalijudan 37, Surabaya 60114

Judul Buku

Prosiding Seminar Nasional Pendidikan Fisika dan Bahasa Inggris: Cara Praktis dan Inovatif dalam Pembelajaran Fisika dan Bahasa Inggris.

Redaksi

Ketua Prof. Dr. A. Ngadiman

Anggota

1. Prof. Dr. Veronica L. Diptoadi.
2. Prof. Drs. Soegimin W. W.
2. Y.G. Harto Pramono, Ph.D.
3. J.V. Djoko Wirjawan, Ph.D.
4. M.N. Siti Mina Tamah, Ph.D.
5. Dr. Ruruh Mindari
6. Dr. B. Budiono
7. Drs. I Nyoman Arcana, M. Si.

Cetakan Pertama

Mei 2014

Penerbit

Widya Mandala Press

Gedung Agustinus Lantai 4

Jl. Dinoyo 42-44 Surabaya

e-mail: perpus@mail.wima.ac.id

Copyright Hak Cipta Widya Mandala Press

Dilindungi oleh Undang-Undang, dilarang mengutip atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari penerbit.

ISBN 978-602-96839-5-0



STAD COOPERATIVE LEARNING LESSON MODEL FOR TEACHING CONDITIONAL SENTENCES

By

Priska Pramastiwi

The English Department of Widya Mandala Catholic University Surabaya

Jl. Kalijudan 37, Surabaya

ppramastiwi@yahoo.com

Abstract. Cooperative Learning (CL) is notably superior among other instructional learning methods in improving academic achievement and affective domains. Nevertheless, the circumstances that bring about such positive outcomes greatly imposes teachers' creativity, assertiveness, adequate classroom management skills, and deep understanding of students' needs that are undoubtedly demanding. As a result, CL is either deemed unfeasible and tedious to apply in real classroom settings, or its minimalistic implementation is scarce of the vital key central components. Lack of proper component fulfillment leads to disengaging behavior, unfairness and resentment, the exact contrary of what is anticipated. In this paper, the writer will propose a CL lesson model exerting the stages of STAD technique to teach a rather notoriously problematic grammar focus, Conditional Sentences. The proposed model merely poses as an example of how the underlying concept of CL, emphasizing on the central components, may be implemented in actual teaching conditions to produce the intended outcome that CL has been renowned for.

Key words: Cooperative Learning, STAD, teaching, Conditional Sentences, CL components.

INTRODUCTION

Based on the fact that the discovery of how language works is essentially a collaborative process, among the varied approaches in foreign language learning, cooperative learning (CL) has taken the lead. In studies conducted by Bejarano (1987) and McGoarty (1989), nonnative English speakers in CL classes show gains in language acquisition and academic achievement that are superior to gains obtained through traditional whole-class instruction^{[1][2]}.

According to Slavin (1990) as quoted by Jacobs, Siowck and Ball (1997), the idea of the CL approach is that students work together in heterogeneous groups to learn and are responsible for their teammates' learning as well as their own^[3]. The shared goal is not to do something as a team, but to learn something as a team; whether it is to understand a linguistic structure or to use the target language for functional purposes. The carefully structured interactions between students in CL classes contribute to major gains in

language acquisition by allowing them to clarify meanings, elaborate explanations and resolve discrepancies in the comprehension of lesson material.

The CL method, theoretically, is in alignment with the qualifications of what is currently professed as sound grammar teaching method. With the communicative approach that has become somewhat a trend in grammar teaching, learners must know when and how to adjust the structure and form of a language to a variety of contexts and how to fulfill a variety of functions. For such skill to be acquired, learners need a rich and *collaborative* learning environment that is evident under the CL conditions.

Exactly under what circumstances are the significantly enhanced students' cognitive and affective outcomes nurtured in the CL strategies? Not all group work may be considered as cooperative or capable of producing similar learning outcomes. CL is distinctive and superior among ordinary group work since it pays attention to the **five central components** that reinforce collaborative interaction; i.e. positive interdependence,

collaborative skills, processing group interactions, heterogeneous groupings, and individual accountability. As all techniques are prone to controversies and drawbacks, according to Kagan (1990), the common cons of CL will most likely emerge if its central components are not fulfilled^[4].

Implementing and executing CL lessons complete with all five key components in tact are difficult to carry out as class size, time constraint, students' low interest and enthusiasm in providing individual contribution, etc. pose as considerable hindrances. According to Calderon (as quoted by Kagan & Olsen, 1992) teachers substantial commitments of time and effort are required to execute effective implementation of CL^[5]. This method may well spur rejection among teachers as it demands creativity, flexibility with the curriculum, and high classroom management skills.

In this paper, the writer mainly proposes a model lesson devising the dynamics of a renowned CL technique named Student Teams Achievement Division (STAD) in teaching the functions and patterns of the notoriously problematic Conditional Sentences. Learners of English as a foreign or a second language have substantial difficulty producing correct tense sequence across *if* and result clauses in Conditional Sentences due to the form, meaning, time-tense relationship, and the oversimplified explanations often presented by textbooks. The proposed teaching model is expected to illustrate an idea of how the CL method, preferably STAD technique, is applied so that enhanced learning inquisitiveness and motivation, and improved social skills in addition to achieving the learning goals may be reaped from the well-structured cooperative process.

REVIEW OF RELATED LITERATURE

The Principles of Grammar Teaching

According to Thornbury (2003, p. 25), the basic principles for grammar teaching is synopsized in the “**E and A Factors**” of grammar teaching, i.e. the Efficacy and Appropriateness factor^[6]. The E and A Factors stand for Efficiency, in terms of economy, ease and efficacy, and Appropriateness, emphasizing how suitable the teaching is for the intended subjects.

Whatever grammar teaching is done should be done as efficiently as possible. Efficiency can be broken down into three factors: economy, ease and efficacy. Economically, when presenting grammar, the shorter the better. The easier the activity is to set up, the better it is. The efficacy of grammar presentation will be reflected in the degree of attention it arouses, the quality of students understanding, how memorable it is for the students, and how motivating it is. Grammar teaching should also take high consideration on how suitable or appropriate it is for the students. Some factors determining appropriateness include the learners' needs, interest, the availability of materials and resources, and their attitudes, perceptions and expectations.

Conditional Sentences

Cowan (2008) asserts that conditional sentences are sentences that express a condition and the result of that condition^[7]. The trend is that the four basic situations controlling the time-tense relationship in conditional sentences are labeled with the term Type 0, Type I, Type II, and Type III. This is usually the case as a way to simplify or organize the seemingly complex explanations underlying conditional sentences in an easier way.

Despite its usual approach used in the classroom indicating the four basic

situations of the time-tense relationship in conditional sentences, there are, in fact, two types of conditionals, namely **real conditionals** and **unreal conditionals**.

Table 1

Type	Situation	If-clause	Result clause	Examples
Real conditionals	O	Simple present	Simple present	If I have enough time, I surf the web every evening.
	I		Will+ simple form	If I have enough time, I will surf the web later tonight.
Unreal Conditionals	II	Simple past	Would + simple form	If I had enough time, I would surf the web now or later.
	III	Past perfect	Would have + past participle	If I had had enough time, I would have surfed the web yesterday.
	Mixed	Past perfect	Would/ modal + simple form	If I had remembered to put on my sunscreen before surfing, I would not have this sunburn.

Basic Forms and Situations
of Conditional Sentences

Adapted from Conan (2008) and Azar (2009) [8]

Problems in Learning Conditional Sentences

Norris (2003) asserts that the main difficulties of learning conditional sentences lie in the form, the meaning, the oversimplified explanations, and the time-tense relationship embedded in such sentences^[9].

Regarding the form of conditional sentences, it is different from other structures in English because they have two clauses: a main clause and a subordinate clause. Meaning wise, there are many possible combinations of the conditional clauses, and the meanings they convey have subtle differences that

can confuse even native speakers of English.

Oversimplified explanations from multiple different sources may also add to the confusion already aroused in learners' mind. Celce-Murcia and Larsen-Freeman (1999) note that ESL/ EFL textbooks and grammars often introduce the same three forms, which do not cover the complexity and variety of English conditional forms and meanings^[10].

Last but equally influential, the time-tense relationships make it exceptionally difficult for learners to differentiate the context of one conditional to another happening in different time frames. Conditionals require coordination of verb forms in both the "if" and result clauses. This is complicated because the verb forms in conditional sentences often do not retain their normal references to time.

Cooperative Learning

The importance of responsibility, individual accountability, positive interdependence and groups processing skills that support the groups' attempt to work towards every member's understanding of the subject matter is stressed in. On this note, Slavin, one of the leading authorities in cooperative learning, elaborates on an umbrella definition of cooperative learning as follows:

The idea of all cooperative learning methods is that students work together to learn and are responsible for their teammates' learning as well as their own. It emphasizes the use of team success, which can be achieved only if all members of the team learn the objectives being taught. (Slavin, 1991, p. 3)^[11]

Hence, the ultimate task in CL is not to do something as a team, but to learn something as a team. Adhering to this united goal, according by Kagan & Olsen (1992), CL increases opportunities for individualized instruction and multiplicative language development

areas dealt with as direct interaction is narrowed from two to one to four or even one to one.

Components of Cooperative Learning

Not all group work or informal collaborations between students are necessarily cooperative. CL is distinctive and superior to the common group work since it pays considerable attention to the five central components that reinforce collaborative interaction. Fulfilling these components demands teacher creativity, good understanding of students' characteristics and needs, sound classroom managerial skills and assertiveness to set students on task.

a. Positive interdependence

Johnson & Johnson (as cited in Jacobs & Inn, 2003) argued that positive interdependence stands for the feeling among group members that they "sink or swim together", that what helps one member succeed helps all members succeed, and whatever harms any group member, harms all^[12].

Positive goal interdependence stresses that interdependence is supported by the structure of the goal, for example, having a single team product such as a joint composition, presentation or mural. *Positive reward interdependence* is present when each group member's reward is affected by the reward that the other members of the group receive. *Role-structured interdependence* means that members are assigned complementary and interconnected roles and are specified responsibilities which the group needs to meet in order to complete a task. *Positive materials or resource interdependence* means that each member has only one portion of the information, materials, tools needed to complete a task. Thus, students need to share resources to succeed.

Lack of positive interdependence exacerbates off-task behavior. Because there is insufficient structuring within the task and vague roles to be performed, the

teacher will fail to control the attention of the students or keep them on task

b. Collaborative skills

There are five steps in teaching collaborative skills according to Jacobs, Lee and Ball (1997):

1. Students should see the need for the skill.
2. Students need to practice the skills in activities isolated from regular class content.
3. The skill should be integrated in classroom the activities.
4. The groups need to discuss how well their group is working together.
5. The teacher needs to encourage students to keep demonstrating the skills.

Without this instruction and structuring, students will put each other down, boss each other around, and fail to resolve basic task conflicts (the topic for the team task) and social conflicts.

c. Processing Group Interaction

Time should be set aside at least once for students to discuss how well their group is working together. As stated by Jacobs, Lee and Ball (1997), processing group interaction helps groups learn how to collaborate effectively. The groups should discuss the positives of their group functioning and also what aspects of their interaction need improvement. Processing group interaction is sometimes helpful if teachers and students observe while groups are working together.

d. Heterogeneous grouping

Jacobs, Siowck and Ball (1997) claim that mixing 4 – 5 students with differing learning abilities in a group is encouraged to promote *peer tutoring* which can benefit both tutor and tutee. Peer tutoring provides low achievers with models of good study habits and improves the overall

relationship between students. Introduction and internalization of the material becomes easier since there is a high achiever on each team to assist their peers in understanding. Low achievers, on the other hand, have opportunities to contribute to the group and to seek clarification when needed. Apart from promoting peer tutoring, improved relations and widened perspectives are also benefits reaped from the heterogeneous groupings. Therefore, group composition in CL needs to adhere to the idea proposed by Jacobs and Inn who argue "Heterogeneous groups may be formed using criteria such as past achievement, gender, ethnicity, first language, and personality." (2003, p. 14)

e. Individual accountability

Concerning individual accountability, Jacobs and Inn maintain, "Individual accountability is about the pressure on each group member to learn and to help their group mates learn." (2003, p. 16). Encouraging everyone in the group to participate is a real concern as it is common that some group members end up doing all the work and all the learning, while others avoid working or do not get a chance to do so. Because of this problem, Jason, Gan and Ball (as cited in Jacobs & Inn, 2003) adds that individual accountability can be fostered in a variety of ways. Likewise in STAD (a technique in CL), each student should individually take a quiz on the material studied and his score will be accounted for as part of the group point. According to Kagan (1990), group grades may create resentments and are unfair if not everyone during the group work owned up to their individual accountability.

The Nature of STAD and Its Steps

Among all forms and techniques of CL, STAD (Student Team Achievement Division) is one of the oldest and most extensively researched. It is one of the simplest and most flexible of all CL methods, applicable to all grades and in

such diverse subject areas as math, language, arts, social studies, and science.

Proposed by Slavin (1995), in its implementation, STAD consists of four phases which are as follows^[13].

1. **Step 1:** The teacher presents a lesson via lecture, a textbook, etc.
2. **Step 2:** Heterogeneous groups of students study together and practice collaborative skills in preparation for individually taking a quiz on the material presented.
3. **Step 3:** Students take a quiz individually.
4. **Step 4:** Each student's score on the quiz and their average past quizzes are used to calculate how many points the student earned for their team. Team recognition is given to teams achieving certain criteria. Each student is given a 'base' score, derived from the student's average past performance on similar quizzes. The students earn points for their teams based on the degree to which their quizzes score (percentage of correct answers) exceed their base score. The table below (Table 1) shows the number of points a student earns for their team based on the total gain score.

Table 1
Awarding Points

Quiz Score	Points for the Team
More than 10 points below past average	00
10 points below to 1 point below past average	10
Past average to 10 points above past average	20
More than 10 points above past average	30
Perfect grade (regardless of past average)	30

*past average refers to an individual's average score of past quizzes

The team points are then computed by finding the average of the improvement points of each learner and correlating them to the team recognition awarding criteria also proposed by Slavin. Teams may earn certificates or other

reward if their average score exceed a certain criterion (see Table 2).

Table 2
Awarding Team Recognition

Criteria (Team Average)	Award
15 – 19	Good Team
20 – 24	Great Team
25 – 30	Super Team

Having presented the underlying CL framework and its demanding vital components, the writer realizes that an applicable reference for real classroom use is of dire need. Therefore, to illustrate a possible implementation of CL, in the subsequent part of the paper, the writer introduces a model lesson employing the stages of STAD to teach Conditional Sentences.

STAD COOPERATIVE LEARNING LESSON MODELS FOR TEACHING CONDITIONAL SENTENCES

This suggested teaching model comprises three consecutive 90-minute long classroom meetings covering one grammatical unit, Conditional Sentences, taught under the dynamics of STAD. Stages 1 – 3 are repeated in all three meetings, whereas team recognition, Stage 4, will only need to be done once at the end of the last meeting. The stages of the lesson and its activities reveal the essence and practical execution of CL's five key components: positive interdependence, collaborative skills, processing group interaction, individual accountability, and heterogeneous groupings. This particular model has been applied to a class of 36 high school students, yielding a satisfactory improvement in comprehension and increased positive perception towards English learning.

MEETING I

- Topic: Real Conditionals (Type 0 and I)
- Suggested Level : Senior High School Students and up

STAD STAGE 1: The teacher presents the material.

1. The teacher greets the students and mentions that the class will be learning about conditional sentences for the next 3 meetings.
2. The teacher then explains that for this unit, the students will be learning and working together in groups of 4 or 5 according to the STAD learning method. The teacher lays out a brief explanation on STAD and mentions that they will have a quiz at the end of each lesson.

The emphasis on collective learning gains as a group should be made clear, so that students are aware that their individual contribution to learn and to help other learn is demanded.

3. Forming Heterogeneous Groups:

The teacher assigns students to sit together in pre-arranged groups before the lesson is begun. It is advised that the heterogeneous groups are decided in advance by the teacher according to gender and past achievement. Each group should have a well-balanced proportion of high and low achievers as well as male and female learners. Regarding seating arrangement, the students are to sit close and facing each other to maintain eye contact and ease material sharing. According to McDonell (1992), a clear access lane between groups should be available so that the groups are not too close to one another^[14].

4. Setting the mood:

The students are asked to set a positive mood for learning by each paying one compliment to their group mates (e.g.

You look nice today, I'm so glad to have you in my group.). Besides starting the lesson on a positive note, this fosters a feeling of acceptance and belonging to the group. After a couple of minutes, the teacher requests the students to face the board for a whole-class activity.



Picture 1. Students exchange compliments to set the mood prior to beginning the lesson.

5. The Teacher's Brief Presentation and Discussion Starter

In this phase, the students are to pay attention to the teacher's explanation; not working in their groups just yet.

a. Poem Reconstruction (Presenting Real Conditionals / Type 0)

The teacher displays a picture of an average clerk, named Tim. This poor guy has always been pushed and bossed around by his boss. The teacher then asks a rhetorical question "What do you think Tim does if someone bosses him around?" Afterwards, she shows a short poem entitled "If Someone Bosses Me" portraying Tim's reactions.

The poem:

The teacher reads the poem twice, and displays the same poem but with omitted words and phrases which the students have to recall. By doing so, it is intended that the students will be able to memorize the usual pattern of real conditionals within the poem. The poem is then shown once more – this time, with even more words and phrases missing.

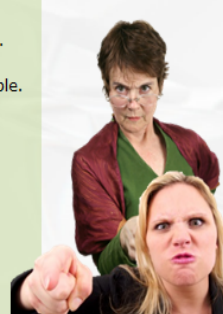
Picture 2. Poem Reconstruction Activity

Read this poem.

If Someone Bosses Me

If someone acts big on me,
if someone bosses me around,
I look very hard at one of their ears.
I keep my eyes fixed on it.
I stare at it as if it were a moldy apple.
I keep staring,
Never blink.
After a bit
I see their hand
Go creeping up to touch it.
They say to themselves
"What's wrong with my ear?"

At that moment
I know I've won.

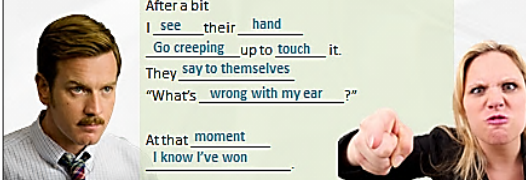


Are you sure you remember the words?

If Someone _____ Bosses Me _____

If someone acts big on me _____,
if someone _____ bosses me around _____,
I look _____ very hard at one of their ears _____
I keep _____ my eyes fixed on it _____.
I stare at it _____ as if it were a moldy apple _____.
I keep staring _____,
never blink _____.
After a bit
I see _____ their hand _____
Go creeping _____ up to touch _____ it.
They say to themselves _____
"What's wrong with my ear _____?"

At that moment _____
I know I've won _____.



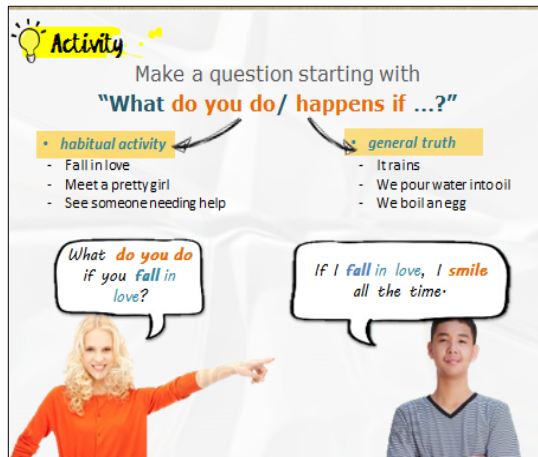
Picture 3. Poem Reconstruction Prompts

Finally, the teacher points out that the sentence "If someone bosses me about, I look very hard at one of their ears." is a real or factual conditional. She points out the meaning and usual pattern of real conditionals, specifically Type 0. Some other examples for this type of conditionals are also given.

b. Chain-Drill Activity (Practicing Forming Real Conditionals/ Type 0)

As a follow-up activity to ease the internalization of the material recently presented, a concise speaking activity is to be conducted. Students are asked to pose questions containing real conditionals to their

friends applying the correct pattern and underlying meaning of the grammatical structure.



Picture 4.Chain-Drill Activity
for Real Conditionals

c. Inferring from Two-Line Dialogs (Presenting Real conditionals/ Type I)

The teacher displays a picture of two people having a conversation about their pets' bad habit. The conversation is shown in Picture 4.



Picture 5.Two-Line Dialogs

The teacher reads the dialog, making Speaker B's statement more forceful and emphatic. The teacher then asks the students which speaker has the bigger pet problem. She points out that speaker B is the one with the bigger problem, but Speaker A's problem may become

that way in the future. Therefore, the conditional sentence uttered by Speaker A is also a real or future conditional or commonly known as type I conditional. The condition/problem may or may not happen, thus Speaker A may or may not need to take his dog to the vet in the future.

She then displays another similar dialog and asks a pair of students to read aloud taking the roles and completing the dialog spontaneously:

A : My Dad smokes a lot.
B : That's nothing.
My Dad is always smoking.
A :If my Dad is always smoking,_____.

STAD STAGE 2: Students complete exercises in heterogeneous groups while practicing collaborative skills.

a. Pair Check

After presenting, the teacher tells the students that they will have to complete a worksheet about Real Conditionals together. Let's assume that the worksheet comprises two main sets of exercises: Part A and B. The teacher sets the time limit for worksheet completion. Before doing the exercises, the teacher asks the students to divide themselves in pairs based on their group. One student in each pair is the *praiser*. The teacher then explains the structure of the pair and group work:

1. Do Part A individually first.
2. When finished, check your answers in pairs and solve any differences. *Praisers* should praise his/her partner for every answer the pair agrees on. For example, the *praiser* may say "Is your name Einstein? Cause you're a genius!" A list of possible praise expressions are

displayed on the slides for reference and peripheral reinforcement.

3. After the first part has been checked, switch the *praiser* role to work on the second part.
4. Like the first part, do Part B individually first.
5. When finished, check your answers again in pairs and solve any differences. The new *praisers* should remember to praise his/her partner for every answer the pair agrees on.
6. After the Part A and B is done and checked, wait for the other pair on your team to finish.
7. The two pairs then check answers together and solve any differences.
8. When everyone in the group agrees on the answers, the team should give a handshake, clap or cheer to demonstrate to the class that they are moving on.

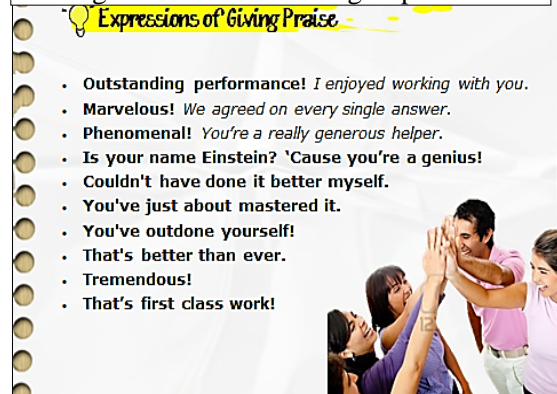
Note that the role of *praiser* is crucial as it sets the structure and imposes the importance of practicing collaborative skills.

While the students are working together in groups, the teacher monitors and occasionally gives help if students have difficulties. This leads to shared power and ownership from the students in order for them to gain confidence and responsibility in their learning.

Once all the groups have completed the worksheet, the answers are checked together with the teacher's help.



Picture 6. Students complete a worksheet together in a structured group work.



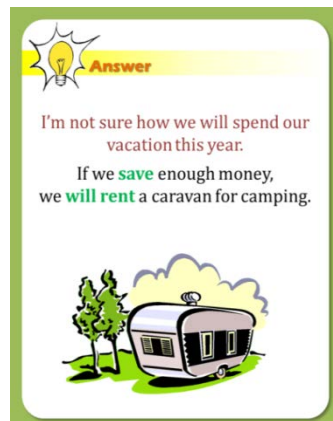
Picture 7. List of Expressions to Reinforce Collaborative Skills

b. Flash Card Game

To test themselves in preparation for the individual quiz, students in groups may play the Flash Card Game. Each group receives 1 set of flash cards. Incomplete real conditional sentences are written on one side for the students to complete with the correct verb form (i.e. the Question side). The answers are written on the back of the cards (i.e. the Answers Side). In pairs, students in the same group test each other's understanding of the material using the cards. The *praiser* in each pair will hold up the Question side for his/her partner to see and answer. If the answer is correct, the *praiser* can reveal the answer side and also give praise. If the answer is incorrect, the *praiser* may give hints until his/her partner is able to correctly answer the question on the card. Through the Flash Card Game, positive goal, role, and material interdependence are fulfilled.



Picture 8. The Front Side of the Flash Cards



Picture 9. The Back Side of the Flash Cards



Picture 10. Students test each other using the flashcards in preparation for the quiz.

It is to be noted that the teacher will need to reemphasize the purpose of the group work, which is for every single member to learn successfully. Therefore, students' motivation to help and encourage others to learn should be whet.

STAD STAGE 3: Students complete a quiz individually.

The students should complete a quiz on Real Conditionals (it may be referred to as QUIZ 1) individually in 20 minutes. The students are reminded not to work with their group on this quiz because their contribution to the group score is determined by their individual learning progress. This quiz is to be done individually and without the help of text books or dictionaries. When the time is up, students exchange their quiz sheets with the person next to them and prepare to check together with the teacher. At the end of the lesson, the quiz sheets are collected by the teacher for the scores to be noted down. Before the teacher leaves the class, she asks the students to reflect with their teammates on how their group interaction has proceeded (what they were proud of and what areas could be improved) and how well they have individually done in the quiz. This accounts for Group Interaction Processing as a means to nurture positive collaborative atmosphere.

MEETING II

Sub Topic: Unreal Conditionals (Type I and II)

STAD STAGE 1: The teacher presents the material.

The teacher greets the students and asks what they have learnt in the previous English lesson. She then reviews about real conditional sentences and tells the students to sit in their groups. Similar to the previous meeting, the teacher asks the students to set a positive mood for learning by each paying one compliment to their group mates. With students already seated in their groups, the teacher may begin presenting Unreal Conditionals.

a. **Inferring from Pictures**

(Presenting Unreal conditionals/
Type II conditionals)

To start the explanation, the teacher displays a picture of an old rickety house and its owner, Steve, a forty-year-old man, looking upset next to the house. Steve wants to renovate the house but doesn't have the means to do it. He is unemployed so he cannot afford to hire a carpenter. He cannot do the woodwork either, so he is incapable of fixing the house himself.

Students are asked triggering questions about the situation in the pictures. For example:

1. How does the house look?
2. Would you live in a house like this?
3. Does Steve look like he's happy?
4. Why do you think he's unhappy?
Is he unhappy about his house?
5. What kind of person do you think Steve is? A rich or poor man?
6. Do you think he can afford to fix his house?

The students are then shown a picture of Steve saying:

"If I earned enough money, I would hire a carpenter to fix the house."

Afterwards, the teacher asks the students the following questions regarding the meaning of what Steve says.

1. Does Steve want to fix his house?
2. Does he earn enough money to hire a carpenter?
3. Is he going to hire a carpenter?

Because the questions are in the present tense and that the answers are "No", the teacher points out that Steve has just mentioned an unreal conditional, specifically Type 2 conditional. Type 2 is contrary to the present fact. The teacher then

explains deeper about the pattern and meaning of Type 2 conditionals.

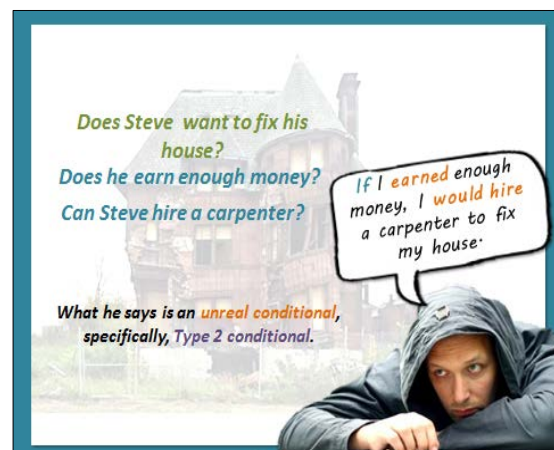


Picture11. Inferring Type II Conditionals
from Pictures

b. **Inferring from Pictures** (Unreal
conditionals/ Type III conditionals)

The teacher displays a picture of Steve when he was 17 years old (in the year 1990). His dad strongly suggested him to study carpentry, but he refused because he wanted to pursue a singing career. Steve now regrets his decision and says:

"If I had studied carpentry, I would have fixed the house already".



Picture12. Concept Checking Questions

Students are asked concept-checking questions about the situation in the pictures and what Steve says. For example:

1. Did Steve study carpentry?
2. Did he fix the house already?

3. Does he have the skills to do woodwork?
4. Can Steve change things now?
For example, study carpentry at his mature age.

Because the questions are in the past tense and that the answers are “No”, the teacher points out that Steve has just mentioned an unreal conditional, specifically Type 3 conditional. Type 3 is contrary to the past fact.

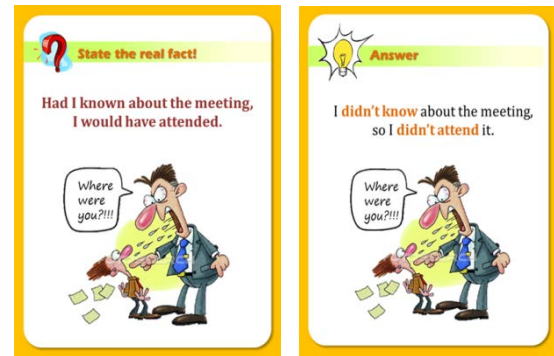
The teacher then explains deeper about the pattern and meaning of Type 2 conditionals.

As a conclusion, the teacher gives a similar situation happening in different time contexts. The students are to supply the correct verb form of the conditional sentences about those situations

STAD STAGE 2: Students complete exercises in heterogeneous groups while practicing collaborative skills.

a. Pair Check and Flash Card Game

The steps of Pairs Check and Flash Card Game adhere to the previous explanation presented in Meeting I. However, the exercise types for Meeting II are more varied with sentence transformation from the factual sentences to conditionals and vice versa in addition to the generic sentence completion. The reinforcement and practice of Collaborative Skills should still be persistently stressed for students to realize that that is the exemplary behavior.



Picture13. Front and Back Side of Sentence Transformation Flash Card

STAD STAGE 3: Students complete a quiz individually.

Students' individual learning progress is assessed once again to determine their contribution to the overall group score. It is expected that by having to do the quiz recurrently, students' motivation to achieve gains by performing better than the last quiz is raised.

MEETING III

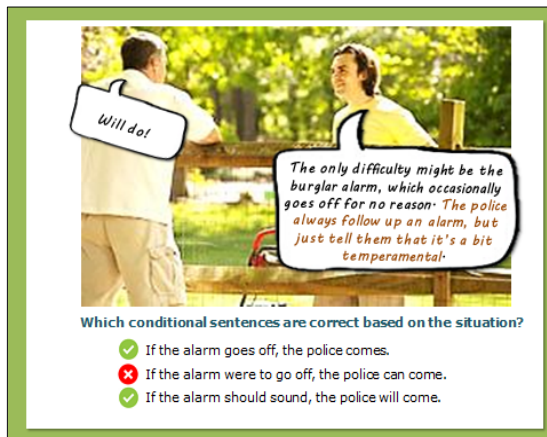
Sub Topic: Review of Conditionals

STAD STAGE 1: The teacher presents the material.

The usual ritual of exchanging compliments should lead the lesson towards a more conducive group interaction.

Eventually, the teacher asks them to recall what they have learned about conditionals in the previous meetings. She does this by providing prompts in the form of exercise, such as, error analysis and composing conditional sentences from given situations. These are to be done spontaneously in unison as a whole-class discussion.

The teacher then points out the difference in pattern and meaning of each of the conditional types and writes the key points on the board.



Picture14. Constructing Contextual
Conditional Sentences

STAD STAGE 2: Students complete exercises in heterogeneous groups while practicing collaborative skills.

a. Grammar Monopoly Game

To aid students' preparation for the final quiz (i.e. QUIZ 3), the teacher presents a simple board game incorporating the rules and regulations of the Monopoly to train students' sensitivity to the pattern and correct use of all conditional sentence types. The general goal of the game is to determine whether the conditional sentence read aloud by their friend is wrong or right. For incorrect sentences, students may offer a correction for bonus points. The board game format and the four grammar sheets needed to play the game are attached in the Appendix. This grammar game is developed from Rinvolucris's Grammar Monopoly (2007)^[15].

How to play the game:

1. Each group receives a board and a die.
2. The teacher then gives out 4 hotelier grammar sheets containing correct and incorrect sentences (sheet A, B, C, and D). Each student in the group takes one grammar sheet and becomes the owner of the corresponding hotel on the board. The sheets

must not be shown to anyone else.

3. The students may get their markers (e.g. an eraser or pen lid) and place them on START.
4. Each hotelier starts off with \$10,000 marked in his account box (there will be an account box on the grammar sheet). The player must keep a note of all transactions in his/her account box as no "money" is used.
5. The aim of the game is to get as much money as possible and to bankrupt the other players. A player is considered bankrupt if his account is lower than minus \$10,000.
6. To start the game, player X throws the dice, and moves his marker to the place indicated.
 - i. If X lands on an empty square, nothing happens.
 - ii. If X lands on his/her own hotel, nothing happens.
 - iii. If X lands on another hotel (e.g. Type II conditional hotel), then the hotelier will read out some type II conditional sentences to X. X has to say whether the sentence is correct or not. If X answer is correct, he can stay at the hotel for free. If X answer incorrectly, he has to pay the hotelier the amount shown on the square. If X has rightly said that the sentence is wrong, he may offer a correction. If the correction is correct, the hotelier must pay X half the amount shown on the square.



Picture15. Students review the materials independently through the grammar game.

STAD STAGE 3: Students complete a quiz individually.

The last quiz, QUIZ 3, is to be presented at this stage, summarizing all the materials dealt with in the past three meetings.

STAD STAGE 4: Individual and team recognition are given.

Time should be allocated in the third meeting for team recognition in which awards are given for the teams which have surpassed the team points criterion suggested in the STAD scoring system. If there are more than three teams eligible to receive prizes, it is wise to acknowledge them all as opposed to picking the best three. Thus, there may be more than one Super Team, Great Team and Good Team. Certificates or prizes, perhaps in the form of little stationery pieces and school equipment for the members of the winning groups, should be evenly distributed to ascertain the positive reward interdependence, in which one group member received the same as others.

The stages of the scoring system should be laid out in front of the students so that they may witness first-hand and are involved in the crucial stages of group point calculation. Engage the students in calculating their individual gain score by subtracting the base score (e.g. *Ulangan Harian I*) from the average Quiz Score. The individual gains are then

converted into team points following the STAD score criteria proposed by Slavin. These team points are added to ascertain whether it is equivalent to or exceeding a reward criterion.

			UH 1	Quiz 1	Quiz 2	Quiz 3	Quiz Average	Gain	Team Points
H	H1	23	Calvin	80	90	83	70	81	
	H2	6	Mary	75	84	60	70	71	
	H3	12	Bill	60	90	65	80	79	

Picture16. Example of STAD score sheet which may be given to each group for them to calculate their own team points



Picture17. The members of the groups whose collective team points reach the criteria threshold should be rewarded with a certificate or prize.

CONCLUSION

This paper has reviewed the underlying theories of effective grammar teaching that is embodied in the stages of Cooperative Learning. The patterns, functions as well as problematic areas of Conditional Sentences as the grammar focus presented in the lesson model have also been put forth with the hope of overcoming provided that the components of CL are intact. In regards to how the CL components are fulfilled in feasible measures, a brief overview of what the components essentially are is given up front.

Eventually, departing from the theoretical framework, the writer delineates the steps of an applicable lesson infused with the CL concept and procedure, particularly complying with the dynamics of STAD, to teach Conditional Sentences. This proposed model only

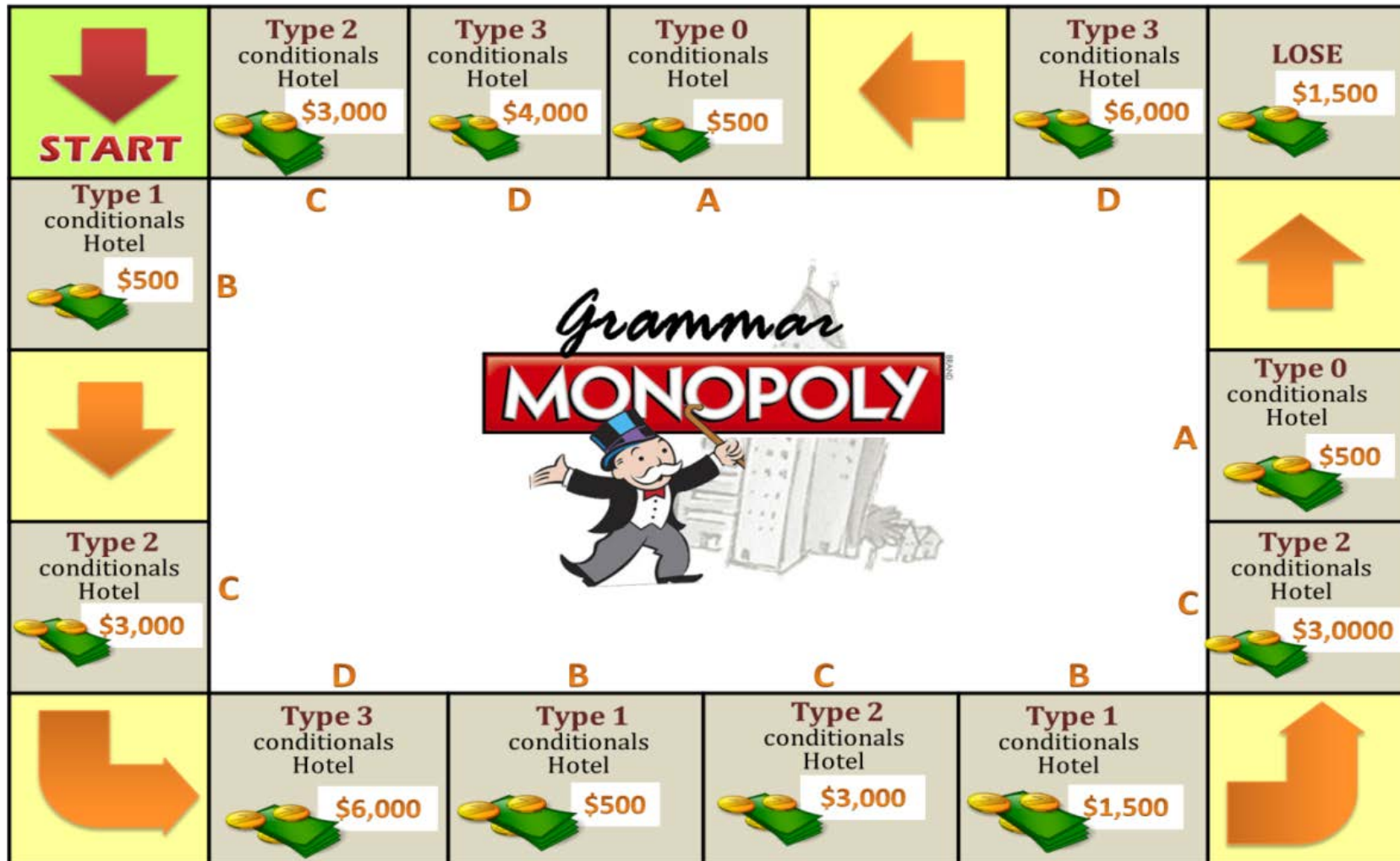
serves as an illustration to how STAD may be implemented in challenging classroom settings exacerbated by countless hindrances. It is now anticipated that the intended positive CL outcomes verified by various previous studies are in fact within teacher's reach.

REFERENCES

- [1] Bejarano, Y. (1987). A Cooperative Small-Group Methodology in the Language Classroom. *TESOL Quarterly*. 27: 483-504.
- [2] McGroarty, M. (1989). The Benefits of Cooperative Learning Arrangements in Second Language Instruction. *National Association for Bilingual Education Journal*. 13(2): 127-143.
- [3] Jacobs, G. M., Siowck, G., & Ball, J. (1997). *Cooperative Learning: A Sourcebook of Lesson Plans for Teacher Education on Cooperative Learning*. San Clemente, CA: Kagan Cooperative Learning.
- [4] Kagan, S. (1999, 20 March 2013). *Cooperative Learning: Seventeen Pros and Seventeen Cons Plus Ten Tips for Success*. Retrieved from <http://www.kaganonline.com>
- [5] Kagan, S. & Olsen, R. E. W-B. (1992). About Cooperative Learning. In C. Kessler (Ed.), *Cooperative Language Learning* (pp. 1-30). Englewood Cliffs New Jersey: Prentice-Hall, Inc.
- [6] Thornbury, S. (2003). *How to Teach Grammar*. England: Pearson Education Limited 1999.
- [7] Cowan, R. (2008). *The Teacher's Grammar of English*. United States of America: Cambridge University Press.
- [8] Azar, B. S. (2009). *Understanding and Using English Grammar* (4th ed). New York: Pearson Education.
- [9] Norris, R. W. (2003). How Do We Overcome the Difficulties of Teaching Conditionals? *Bulletin of Fukuoka International University*, 9, 39-50.
- [10] Celce-Murcia, M. & Larsen-Freeman, D. (1999). *The Grammar Book: an ESL/EFL Teacher's Course*. Boston: Heinle & Heinle.
- [11] Slavin, R. E. (1991). *Students Team Learning, A Practical Guide to Cooperative Learning*. Washington DC: National Education Association.
- [12] Jacobs, G. M., & Inn, L. W. (2003). Using Cooperative Learning in Large Classes. In M. Cherian & R. Y. Mau (Eds.), *Teaching Large Classes: Usable Practices from Around the World* (pp. 142 - 157). Singapore: McGraw-Hill Education.
- [13] Slavin, R. E. (1995). *Cooperative Learning: Theory, Research and Practice*. USA: Allyn and Bacon.
- [14] McDonell, W. (1992). Language and Cognitive Development Through Cooperative Groupwork. In C. Kessler (Ed.), *Cooperative Language Learning* (pp. 51-63). Englewood Cliffs New Jersey: Prentice-Hall, Inc.
- [15] Rinvolucris, Mario. (2007). *Grammar Games*. India: Cambridge University Press.

APPENDIX 1

GRAMMAR MONOPOLY BOARD GAME



APPENDIX 2 GRAMMAR MONOPOLY CARDS

Hotel Type 0 Conditionals	
1 Should you have problems to start the car, call me.	CORRECT
2 I couldn't imagine the consequences if the police finds out. <i>Correction: I can't imagine the consequences if the police finds out.</i>	INCORRECT
3 You can stop the machine if you press this button.	CORRECT
4 If you look carefully, you can see small cracks on the glass.	CORRECT
5 It would be easier to sleep if we aren't stressed. <i>Correction: It is easier to sleep if we aren't stressed.</i>	INCORRECT
6 If I don't know a word, I would look in my dictionary. <i>Correction: If I don't know a word, I look in my dictionary.</i>	INCORRECT
7 His mother will get annoyed if he is late. <i>Correction: His mother gets annoyed if he is late.</i>	INCORRECT
8 If you can't say anything nice, don't say anything at all.	CORRECT
9 Does the computer work if you use batteries?	CORRECT
10 If you pull the pin on a grenade, it explodes.	CORRECT

Account box: \$ 10,000

Note: If your account is below minus \$10,000, you're bankrupt.

Hotel Type 1 Conditionals	
1 If it will rain, he won't come. <i>Correction: If it rains, he won't come.</i>	INCORRECT
2 I will go and see him if he won't give me an interview.	CORRECT
3 If Mark does the washing up, his mother would have more time to relax. <i>Correction: If Mark does the washing up, his mother will have more time to relax.</i>	INCORRECT
4 If he has got through this one, he'll be delighted. <i>Correction: If he gets through this one, he'll be delighted.</i>	INCORRECT
5 If you eat your vegetables, you will lead a healthier life.	CORRECT
6 My dog will not obey if you look afraid. He is very sensitive.	CORRECT
7 He'd be very happy if he gets his bonus. It's been a good year. <i>Correction: He'll be very happy if he gets his bonus. It's been a good year.</i>	INCORRECT
8 If Eduardo stops saying nasty things, he will have more friends.	CORRECT
9 If you spoke less and listened more, you'd be more aware of what people really felt.	CORRECT
10 I'll let you know if the package has come in today's delivery. <i>Correction: I'll let you know if the package comes in today's delivery.</i>	INCORRECT

Account box: \$ 10,000

Note: If your account is below minus \$10,000, you're bankrupt.

Hotel Type 2 Conditionals	
1 Wouldn't he respond if you loved him?	CORRECT
2 If I was you, I'd tell the truth. <i>Correction: If I were you, I'd tell the truth.</i>	INCORRECT
3 If he asks you, what will you say?	CORRECT
4 If it would rain, I'd take an umbrella. <i>Correction: If it rained, I'd take an umbrella.</i>	INCORRECT
5 If you musted to join the army, how would you feel? <i>Correction: If you had to join the army, how would you feel?</i>	INCORRECT
6 Had she told you, would you have been angry? <i>Correction: Had she told you, would you have been angry?</i>	INCORRECT
7 Ron would understand more if the teacher spoke clearly.	CORRECT
8 If the children were older, they would go to the party.	CORRECT
9 Should I be you, I would keep the secret. <i>Correction: Were I you, I would keep the secret.</i>	INCORRECT
10 It is difficult to get a green card. She would spend a year in the USA if it were easier to get a green card.	CORRECT

Account box: \$ 10,000

Note: If your account is below minus \$10,000, you're bankrupt.

Hotel Type 3 Conditionals	
1 If she had taken care of her son, he would not have become a criminal.	CORRECT
2 I would have come if you would have told me. <i>Correction: I would have come if you had told me.</i>	INCORRECT
3 In a case like that, what would you have done?	CORRECT
4 What would have been done to him if he had arrived late?	CORRECT
5 We might have a glass of hot chocolate if you had bought some milk. <i>Correction: We might have had a glass of hot chocolate if you had bought some milk.</i>	INCORRECT
6 We would have swam in the sea if there had not been so many sharks there. <i>Correction: We would have swum in the sea if there had not been so many sharks there.</i>	INCORRECT
7 If you hadn't been so stupid in the TV studio, our team would have won the quiz.	CORRECT
8 If I had known Lynn's telephone number in Manchester, I would call her when I was there last month. <i>Correction: If I had known Lynn's telephone number in Manchester, I would have called her when I was there last month.</i>	INCORRECT
9 If I had known the yoghurt was yours, I wouldn't have eaten it.	CORRECT
10 I wouldn't have walked home from the disco had my friend not be too drunk to drive. <i>Correction: I wouldn't have walked home from the disco had my friend not been too drunk to drive.</i>	INCORRECT

Account box: \$ 10,000

Note: If your account is below minus \$10,000, you're bankrupt.